

5.1 Informational Texts

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Health Special: Kids and Concussions

Head hits are causing a concussion crisis for America's kids. New science is helping diagnosis

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Concussed Kids

Headbanger Nation

By JEFFREY KLUGER | November 10, 2010



I didn't get a good look at the little boy who injured my daughter in the soccer stadium in Mexico City. He seemed to be about 7, my daughter Clara was not yet 5, and the two of them were part of a crowd of kids playing in an indoor patio. At precisely the wrong moment, she turned left, he turned right, and they collided. Physics being physics, the smaller mass yielded to the larger one, and my daughter fell down. She landed first on her bottom, then tipped backward and hit her head on the floor.

The sound was one that parents dread: the singular clack of head striking cement. I wound, Clara wailed, and I gathered her up. Soon she stopped crying and went off to play, but even as she did, a dangerous process had begun to unfold inside her skull.

(Head hit) Headbanger hit's nature about concussions.

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i nformational Text



What are Informational Texts?

- Informational text is another way of saying non-fiction writing
- Informational texts are about real people, real places and real things
- Informational text is writing based mostly on facts

What are types of Informational Tests?

- Autobiography
- Biography
- News paper articles
- Magazine articles
- Textbooks
- “How to” books
- Essays

How do I read an Informational Text?

1. Before Reading
2. During Reading
3. After Reading

1. Before Reading

Anticipation

- Do a quick scan of the passage's title, subtitles, introductory and conclusion sentences or paragraphs, and graphics to get an idea of what the piece is about

Activate prior knowledge

- think about what you already know about the topic—brainstorm related ideas, concepts, vocabulary, and previous experiences.

1. Before Reading

- Also go to the end of the article, chapter etc....and look at the questions that are asked of you
- This way when reading, you can highlight important information relating to the questions

2. During Reading

- Look at the title. Generally the title will tell you what the article is about
- Divide the reading task into smaller pieces
- Read a chunk, pause and think about what you read, and write a brief one sentence summary or brief point form notes to help you remember

2. During Reading

- When you find specific information that relates to the questions highlight that information so you can find it quickly
- If you don't understand a paragraph, slow down and re read it
- IF you don't understand a word, don't just skip it, look it up so you understand the meaning

2. During Reading

- Make connections between what you are reading, and things you already know

3. After Reading

- Ask yourself.....

What was the point of the author writing this piece?

What was the central idea of this piece?

What was most important?

How does this information add to the pre existing knowledge I already had about this topic?

Is there something I still don't understand?

Strategy for Picking Out Important Information

THIEVES



THIEVES

THIEVES

TITLE

HEADINGS

INTRODUCTION

EVERY FIRST SENTENCE

VISUALS AND VOCABULARY

END OF PIECE QUESTIONS

SUMMARY

TITLE

- There is valuable information to be gained by looking carefully at the title of a selection.
- The title sets the topic and sometimes the context of the selection
- Some questions you could consider when thinking about the title are:

What do I already know about this topic?

Can I make any connections to my life or what we are doing in class?

HEADINGS

- Headings often provide an outline of the selection by naming the specific topics covered
- Some questions that the students may ask while looking at the headings include:

How does this heading let me know what I will be reading about?

How does this relate to the central purpose of the article?

INTRODUCTION

- The introduction is sometimes clearly labeled “Introduction” but authors frequently use other labels, such as “Key Points.”
- The introduction lists the topics to be covered in the selection
- Also gives us insight about what we are going to read about

INTRODUCTION

- Does the first paragraph introduce the chapter?
- What important information will I find in the introduction?
- Do I already know anything about this topic?

EVERY FIRST SENTENCE

- First sentences are often the topic sentences of the paragraph.
- Students can get the main idea of the information contained in the section by reading the first sentence
- It is sometimes necessary to read the second sentence as well to get a complete thought.

VISUALS AND VOCABULARY

- The pictures, charts, tables, maps, and graphs have valuable information that is crucial for a deeper understanding of the information in the text.
- This step reminds students to look carefully at the visual elements and to read the captions to ensure their understanding.

VISUALS AND VOCABULARY

- Vocabulary is often the key to understanding content-area material
- If you don't understand a word, stop where you are and look it up so you fully understand what you are reading

END OF READING QUESTIONS

- These questions emphasize important points and concepts from the chapter.
- Just reading these questions will help students target information that is important in the text and establish a purpose for reading
- QUESTIONS TO CONSIDER:

END OF READING QUESTIONS

- What do these questions ask?
- What information will be important in this chapter?
- How do I locate this information in the text?

SUMMARY

- Many texts contain a summary at the end of the chapter.
- Students can read the summary to activate prior knowledge and give them an idea of the important concepts included in the chapter.